CHAPTER IV

MANAGERIAL SYSTEM OF CATHOLIC SCHOOLS
4.1. Introduction:

Infrastructure is the economy’s capital which provides services to the process of production and distribution. It is in the form of road, railways, water supply, electric power etc., and it covers the basic provisions for health, skill and other qualities of the people\(^1\). However, in the context of the school, infrastructure such as school building, classrooms, computer, science laboratory, library, lavatory, play ground, furniture, administrative block, staff room etc., are considered as physical infrastructure. Human resources, skill, knowledge, communication, health, etc., are classified under social infrastructure. It is generally defined as structural elements that provide framework supporting an entire structure\(^2\). Infrastructure is of two kinds namely, economic and social infrastructure. Economic infrastructure is a part of the process of production and distribution. On the other hand, social infrastructure is not a part of the process of production and distribution. A well developed social and economic infrastructure is very much essential for the development of the economy and it is said to be the basic amenities needed for the school. It provides a conducive academic atmosphere to the students for learning. Better infrastructure leads to better
recognition of the school. It is an index to assess the school's academic environment.

4.2 Infrastructural Facilities in Catholic Schools:

All the 35 Catholic Mission Schools of Manipur that are taken for the present study have basic infrastructural facilities such as library, science laboratory, computer, play ground, drinking water, hygienic lavatory, school building, etc.

**Library:** Library is a study centre having a large collection of books on wide ranging topics. It can also be called as a "reference consultation centre" and a store house of world knowledge. School library helps in developing the general knowledge of the students and provides self-study and self-education to the students and increases the vocabulary of the children. It serves as a tool to broaden the outlook of the students. School library inculcates the reading habits to the students. "The modern school library is conceived as a genuine service unit". By having periodical bulletin exhibits, posters and displays, the library teaches informally and makes the students up-to-date. It is the nucleus of the school environment, the centre
of the intellectual activities of the school. As far as the library facilities of the Catholic Mission Schools are concerned, library has a good collection of different types of books such as encyclopedia, subject reference books, novels and short stories, a few journals, magazines and dailies, etc., needed for the primary, middle and high school students. Mission Schools invest on an average of Rs.20,000/- per year per school for buying recent books to cater the needs of students to update their knowledge in different fields of education. The Librarian maintains the register in which he records the transaction of books being taken by the teachers and students.

**Science Laboratory:** Laboratory is a place where students learn the scientific concepts by demonstration and experimentation. Scientific equipments in the field of physics, chemistry and biology are indeed essential to expand the vistas of scientific temper among the high school students, besides providing an in depth knowledge in the subject concerned. Such pragmatic exercise enables the young minds to kindle for creative research and new discovery. One of the most important functions of a science laboratory is the deepening of students’ understanding of scientific concepts and their application\(^3\). By considering this background in mind, all the Catholic Schools are equipped with needed apparatus to give practical
exposure to the high school students in conjunction with the syllabus. A well
developed science laboratory and innovative designs of different model
equipments in Physics and demonstration of chemical and biological
experiments have not only motivated our students but also yielded laurels to
the schools by winning prizes in the state level and national level science
exhibitions and other competitions.

**Computer**: The 21st century is the period for Information Technology. It is
well known that during the last 10 – 15 years, our country has made great
strides in the field of computer science. The number of students pursuing
higher education in computer related information technology programmes is
increasing year after year. As a result, course modules are prepared in such
a way that school curriculum gets due share to incorporate computer course
even at the middle school level. To encourage the young talents in computer
education, each school allocates some amount to buy at least three or four
computers every year. Further, the school time table is also adjusted in such
a way that the available three dozen computers per school are effectively
used by each and every student so as to get a hand on experience with the
computer. As this technology is widely employed, it becomes essential for
each and every student. The present day teaching learning process is fully
based on information technology. Computer based teaching learning process provides a new edge in the school which ultimately enhances the clarity and motivation to the students. Therefore, computer awareness is popularized among school children so as to reap the benefit. At this juncture, it can be recalled that one of the Catholic Mission Schools of Manipur namely Catholic School, Canchipur (CSC) has recently been awarded the computer excellence award by the Ministry of Communication and Information Technology, Government of India. This indicates that Catholic Schools of Manipur are not lagging behind in teaching computer science to students.

**Playground:** In addition to regular studies, sports and games are given equal emphasis under the school curriculum. Therefore, schools should have well maintained playgrounds. Sports and games play a vital role in education that they cannot be totally dispensed with. Playgrounds not only enable pupils to develop their physique but also help them to grow cognitively, socially and effectively. Hence, any school that has its eye on the all round development of children should have enough facilities for indoor as well as outdoor sports and games. A number of schools have now gymnastic for athletics and sports room for indoor games. Of course, it is important that schools should have enough funds for purchase of sports and
physical education equipment. In the context of Mission Schools in particular, the above said facilities are invariably extended to the students considering their physical and mental health and ability. To promote the physical fitness of children, Mission Schools have outdoor game facilities such as football, volleyball, basketball and badminton courts and indoor games like table tennis, chess, etc. To develop sports spirit among youth, Sports Day is conducted every year and students who excel in various sports events are awarded prizes. All Manipur Inter Catholic Mission Schools Sports Meet is also organized to activate the sports spirit among the students and paves way to mingle with other school students in a harmonious manner. This enables the students to get opportunity to participate at the state level sports programme, thereby bringing name and fame to self and the respective school concerned.

**Drinking Water and Lavatory:** As students are highly susceptible to water borne and other infectious diseases, they are provided with good drinking water as well as clean and hygienic lavatory. This forms part of the health care especially extended to the welfare of young children. Experience has shown that number of children absent due to ill health was abysmally low in the school records. One of the reasons for this could be the basic health care
and good environment, which is achieved by installing water purifiers and providing germ-free water to children.

**School Building:** In order to provide sound education to children good classrooms and buildings are essential. School buildings should be planned sparsely, functionally, and with pleasing architectural features to carry out multifarious programmes. The school should have different facilities like library, laboratory, workshops, art & crafts rooms, staff room, principal’s office, school office, and a multipurpose hall. While analyzing the Catholic Schools of Imphal diocese, Manipur, it is evident that all the schools are well constructed by concrete multistoried building especially in the valley region and single storied at the hilly terrain. The classrooms are also furnished with adequate materials like desk, benches, green-board, fan, light, speaker, etc. In view of such amenities, Mission Schools are able to provide good education which can be seen in their academic as well as co-curricular activities. The following table 4.1 and the photo plates will highlight the details about the infrastructural facilities in the Mission Schools of Manipur.
Table 4.1. Infrastructural Facilities of Catholic Schools of Manipur.

<table>
<thead>
<tr>
<th>ST.NO</th>
<th>Name of the Schools</th>
<th>Computer</th>
<th>Fan *</th>
<th>Cycle-shed</th>
<th>Canteen</th>
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<tr>
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<td>14</td>
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<td>30</td>
<td>Don Bosco School, Chingmeirong</td>
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<td>31</td>
<td>Nirmalabas School, Imphal</td>
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<td>32</td>
<td>Don Bosco School, Langling</td>
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<tr>
<td>33</td>
<td>Catholic School, Cachipur</td>
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<td>Yes</td>
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</tr>
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<td>34</td>
<td>Little Flower School, Imphal</td>
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<td>35</td>
<td>St. Joseph School, Sangaiaprou</td>
<td>34</td>
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<td>Yes</td>
<td>Nil</td>
</tr>
</tbody>
</table>

- Drinking water facilities, Lavatory, Library, Science lab, and electricity are mandatory in all the Mission Schools.
- * As the climate in the hill station is very salubrious, fan is not required in certain schools which are located in the hilly terrain.
- Mission Schools which are situated in the valley region have cycle-shed by virtue of plain terrain.
Infrastructural Facilities
Catholic Mission Schools of Manipur

Children’s Park

Water Purifier

Auditorium

Prayer Hall

Basketball ground

Lavatory
Infrastructural Facilities
Catholic Mission Schools of Manipur

Computer Lab
Science Lab

Library
Classroom

Canteen
Cycle Shed
Certain Catholic High Schools of Valley Region in Manipur

Catholic School, Canchipur

St. George, Wangkhei

Little Flower School, Sangaiaprou

Christ Jyoti, Mantripukhri

Loyola School, Bishnupur

Don Bosco, Chingmeirong
Certain Catholic High Schools of Hill Region in Manipur

Sacred Heart, Hundung

SFS, Kangpokpi

Don Bosco, Maram

St. Paul, Pallel

St. Xavier, Thanlon

Don Bosco, Senapati
4.3 Internal Working Efficiency in Catholic Schools:

The efforts are being increasingly made to compare cost of education with efficiency and productivity. For analytical purposes, the production and distribution of knowledge have been treated like those of an industrial process. This implies that 'brain power industry' can be analyzed in terms of costs, productivity and efficiency. This industry can be found to have distinct factors of production like any other industry. School building, playgrounds, furniture, equipments and libraries are its capital, which help repeatedly in the manufacturing of educated persons. The raw material for this industry is obviously the students. The input - output analysis in the field of education may suggest for a deeper study of 'internal efficiency' in the form of reduction in student wastage, effective utilization of teachers, school building and equipment, student's time and 'external efficiency' in the form of market demand and supply aspects of educational output.

Productivity and efficiency are not equivalent terms. Mark Blaug emphasizes that productivity is a measure of technical progress over time, whereas efficiency refers to the optimal combination of inputs at the least cost. Internal efficiency of the institution covers the study of the problems
relating to wastage, stagnation, dropouts, utilization of school building, equipments, distribution, utilization of man power, library facilities, etc. External efficiency is concerned with the returns in terms of money. However, in the present context, internal efficiency is taken into account for computation. On the basis of above, the working efficiency can be defined as the quantum of output of a person or an organization with the exploitation of minimum resources and time. There are several issues involved in resource utilization namely efficiency of utilization and timely utilization. The control of efficiency and productivity needs a series of managerial and administrative procedures in different stages.

4.3.1 Administrative Management in Catholic Schools:

The word ‘administration,’ is derived from the Latin root ‘minister’ means service, i.e., work dedicated to the good of others. The main objective of administration, therefore, is to secure for an individual or society, or the nation, such environment as may lead to their fullest growth and development. On the other hand, management is a process which is performed by managers. We invariably come across managers who are involved in planning, organizing, directing, motivating, controlling and
decision-making. These processes are also called organizational processes because they go beyond an individual manager and affect the entire organization. Therefore, administration is termed as machinery through which any organization or institution is managed. It is a kind of setup for a smooth and efficient working of educational structure. Educational administration is always concerned with management of things as well as human relationship, based on a body of principles and aiming at educating the children and youth. It is concerned with dealing and co-ordinating the activities of groups of people. It is the dynamic side of education. Educational philosophy sets the goal but the educational psychology explains the principles of teaching. The educational administration deals with the educational practices which constitute planning, directing, controlling, executing and evaluating the educative process. In most of the Mission Schools the principal is a priest who shoulders the entire administration of the school and the principal or headmistress is transferred within their cluster schools. The study in various Mission Schools shows that they follow the principles of democratic administration with the following hierarchy:
4.3.2. Principles of School Administration:

The following administrative principles are adopted for the smooth running of the Mission Schools.

a. Principle of Sharing Responsibility: This signifies that programmes should be undertaken jointly by teachers and administrators. The school equally shares the duty of various staff who participates in the educational process.
b. **Principle of Equality**: The administrator, who is a priest or a religious sister by virtue of their religious life, look upon their colleagues as socially equal to himself or herself.

c. **Principle of Freedom**: People are at their best when they have freedom to exercise their peer and talent. The power of critical thinking to arrive at proper decisions which is essential for a democratic education can only be cultivated in an atmosphere of freedom.

d. **Principle of Justice**: In every Mission School all are treated on the same footing and no undue favoritism is shown to anyone. This is because lack of justice breeds disgust and frustration among people.

e. **Principle of Recognition of Individual Effort**: It is through individual efforts that new ideas are formulated and put into practice and therefore, individual efforts should be given due recognition. The Mission Schools recognize the meritorious students and successful teachers individually by giving incentive or awards.
f. **Principle of Planning:** Every Mission School conducts periodical staff meeting and check out the plan in a democratic manner. Opinion of each staff is given due weightage and appropriate democratic decision is taken for the smooth running of the school. The school set apart financial allotment for such meetings. Such analysis paves way for a change of approach or policy.

g. **Principle of Human Relationship:** The functioning of good administration depends upon the ability of the administrator to maintain better relations with the people engaged in administration.

h. **Principle of Evaluation:** Every school reviews the success or the failure of each programme, so that changes in future policy and programme can be incorporated.

i. **Principle of Research:** To maintain the standard, schools make provision for research and follow a number of techniques, procedures to practice research.
4.3.3 The Headmaster or Principal:

The success of institutional planning depends upon the dynamism and interest of the head of the institution. He has to identify the needs, the scarce resources like interests, abilities and capabilities of the teachers, and to make them work enthusiastically for the welfare of the institution. The Headmaster or Principal is mainly responsible for what goes on in the school. The headmaster is the coordinating agency who keeps balance and ensures the harmonious development of the whole institution. He sets the tone of the school and is the chief force in moulding the tradition which develops as time goes on. It is essential, therefore, that he be not only a person of high character but also a man of faith, faith in his vocation, faith in his staff and students and faith in human nature and his advice and wisdom and good will; inspiring his staff with energy, life and mutual goodwill among themselves, and confidence in him as their leader. In Mission Schools, the head of the institution is invariably a Priest or Sister. A priest is one chosen from among men, dedicated to God by consecration, and deputed to teach and sanctify men, and to offer sacrifice to God. The candidates to the Priesthood have to spend many years of studies and formation before they become priests, say 12 to 14 years after the high schooling. By virtue of
ordination they have to renounce their family, home, dear ones etc. and keep themselves at the service of God and man. A priest has to take up the vow of poverty, obedience and chastity. Vow of Poverty means a priest must detach himself from the material world. Vow of obedience indicates, he must obey his Bishop, who is the head of local Church. Vow of Chastity emphasises that a priest must not marry. It is not because priest believes marriage to be evil, but it is that he may be able to devote himself more completely to the work of Christ, and the welfare of souls. Celibacy is gift from God and a priest freely accepts it by his own choice when he answer His call to the ministry of priesthood.\textsuperscript{10}

4.3.4 The Headmistress:

In the context of all the Catholic Schools principal works in association with Head Mistress, who is invariably a religious Sister. Like the priest the religious sister considers her life as a vocation, a call from God. She has consecrated her life to the service of God and the wellbeing of men. A religious sister also takes up the vows of poverty, obedience and chastity in order to follow the Christ closely and serve the poor and the weak in the community. Another aspect of the religious sisters is communitarian life i.e.,
group of sisters living together. It is through prayer one can live a
community life. The prayer helps them to bear with each others
temperaments and short coming. It is in this community that they learn to
love, forgive and help each other.\textsuperscript{11} In all the Mission Schools, one of the
religious sister is appointed as a Headmistress. The work of headmistress
can be classified into academic as well as administrative. As such, she
executes the following functions:

\begin{enumerate}
\item Supervision and improvement of instruction is the responsibility of
the headmistress. She must create the school a social climate for
the improvement of instruction. It must emerge through
cooperative planning with the staff. She should supervise the
teaching and office work. She must assign work to the teachers and
see that the office procedures are systematized and the records are
properly maintained.

\item She has to organize co-curricular activities efficiently and she is
responsible for the careful supervision of the arrangements for
good living, sanitary, health and recreational facilities.

\item She strives to bring about improvement in the curriculum and the
methods of instruction. She encourages the proper completion of
the syllabus.
\end{enumerate}
d. She maintains proper contact with students and parents.

e. The headmistress keeps constant touch with latest regulation of the government regarding administration.  

f. Preparing time table is one of the important works of the headmistress. Time table is described as the second school clock. H.G Stead says that the time table supplies the frame work within which the work of the school proceeds. It is a plan showing the daily allotment of time for different subjects and school activities.

4.3.5 Teacher:

Teacher is one of the manpower resources of the school administration. Traditionally, a teacher is thought to be the prime source of wisdom and the light of knowledge. As one of the key persons in the field of education, a teacher exhibits a multidimensional personality, like a classroom teacher, a mentor, a colleague, a member of the community and a citizen. Under different situations, a teacher has to work to bring about a desirable change in the behaviour of learners. The teacher has to be a friend, philosopher and guide of students. He or she inspires students to achieve the best and serve the nation.
In spite of all these, the present day teacher is expected to carry out at least four important functions. The first of these is as an executive or leader which involves leading, establishing of procedures, and coordinating activities of others. The second function which a teacher is expected to perform is the interactive function of teaching. The third is that of organizational functions which expect teacher to work with colleagues, parents and others. Lastly, a teacher is expected to provide assistance to students, in the form of counselling to overcome some of the difficulties that they face in adjusting to school conditions and tasks.

A teacher should have personal as well as professional qualities to make him an effective teacher. He or she needs a certain amount of personal values like cleanliness, punctuality, honesty, dedication, empathy, loyalty, truthfulness, affection, etc.

4.3.6 Non – Teaching Staff:

Apart from professionals, there are quite a number of other human resources in the organization. The head clerk, junior clerks, typist, class-IV employees, etc., are part of the human resource of an
organization. Their main function is to extend assistance to academic staff in the conduct of various programmes and activities of the school. They also maintain various records related to income and expenditure, service register and other records related to both teachers and pupils.

Table 4.2 Composition of Teaching and Non-Teaching Staff of 35 Catholic Mission Schools of Manipur for the year 2007

<table>
<thead>
<tr>
<th>Sl. No</th>
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<th>Male</th>
<th>Female</th>
<th>Staff Ratio Male : Female</th>
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<tr>
<td>1</td>
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<td>310</td>
<td>1 : 2</td>
</tr>
<tr>
<td>2</td>
<td>Middle School Teachers</td>
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<td>187</td>
<td>1 : 1.5</td>
</tr>
<tr>
<td>3</td>
<td>High School Teachers</td>
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<td>75</td>
<td>2 : 1</td>
</tr>
<tr>
<td>4</td>
<td>Science Teachers</td>
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<td>175</td>
<td>1.1 : 1</td>
</tr>
<tr>
<td>5</td>
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<tr>
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<td>Language Teachers</td>
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<td>1 : 1.4</td>
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<td>1.2 : 1</td>
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<td>Non-Teaching Staff</td>
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<td>60</td>
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</table>

- Total No. of Teachers = 1042 (Male-470 and Female-572)
The composition of teaching and non-teaching staff of all the Catholic Schools of Manipur state revealed that a total of 1042 teaching and 130 non-teaching staff were working as of 2007. Among them, male and female teachers constitute 470 and 572 with the ratio of 1:1.2 respectively. But when we analyze the strength of teaching staff in terms of Primary, Middle and High school section, the data indicated respectively 469, 312 and 261 teachers at three different levels. The female teachers out numbered their counterpart in primary and middle school, whereas in high school number of male teachers was more in comparison to female. The composition of male and female teachers of all the three sections and the sex ratio at each level are highlighted in table 4.2 But in the staff ratio of male and female at primary section was 1:2 whereas at the high school it was just reverse i.e., 2:1 (Male: Female). But in the case of middle school, the ratio of Male and Female teacher was 1:1.5. In addition to the above, staff strength was also analyzed subject wise i.e., Science, Social Science, Language and Physical Education Teachers, which was found to be 370, 340, 277 and 55 teachers respectively. By and large, the number of female teachers was more in Social Science and Language whereas, in Science and Physical Education male dominated the female. Further, the data indicated that as
many as 130 non-teaching staff is also working in 35 Catholic Schools with the composition of 70 male and 60 female staff, with an average strength of 3.7 individuals per school.

4.3.7 Librarian:

The librarian is not only a mere keeper of books but also renders important instructional services. His or her responsibility is to procure books, pamphlets and other materials and brings them into main stream of instructional programme. The librarian must have good rapport with the teachers, students and school authority. He should have adequate knowledge about the arrangement and management of the books, besides having the basic understanding on the recent journals, reference books dailies, magazines, etc. which will provide up-to-date information to the pupils and the teachers. In all the Catholic Schools of Manipur, adequate attention has been paid to establish a library for each school. It is evident from the table 5.1, that each school allocates 3 percent of the annual income for the maintenance of library. Almost each school has got a librarian who is responsible for the stack maintenance, issue of books and purchase of new arrivals.
4.3.8 Pupils:

Pupils are the most important component of a school. It is for them that all efforts are being made. It is again for their all round development that curriculum is designed and planned. Further, qualified principal and teachers are appointed besides arranging the other auxiliary services needed for the schools. Pupils come to school with certain amount of information, skills and attitudes, etc. which we call as entry behaviour of pupils. Such behaviour, which is regarded as an input to the instructional process. Through various activities, programmes, time and effort made by the principal and teachers, students are able to acquire desired level of knowledge, skills and attitudes. The changes that occur in behaviour of pupils in terms of expected goals and objectives are regarded as output of a school.

4.3.9 Co-Curricular Activities

If a teacher teaches all the time, however effective and excellent a teacher may be, the atmosphere of the school will become monotonous.
The school curriculum must introduce various co-curricular activities because a pure academician develops a lop-sided personality, and all-round development such as mental, physical, psychological, spiritual and vocational development. Therefore, co-curricular activities have been accepted as an integral part of a school’s programme because they provide scope for democratic living; develop social skills, a sense of co-operation, team spirit and self discipline, which are important for a citizen to function in a democracy. All these are possible only through students’ participation in co-curricular activities.

The primary data collected from various Mission Schools have shown that the co-curricular activities are mandatory and are an integral part of the school curriculum. In fact, many students of the Mission Schools have won many prizes at various levels like inter school competition, district level, state level and even at the national level. Every school earmarks good amount of money to organize co-curricular activities in the school.
Flow chart depicting various co-curricular activities of the school

- **Types of Co-Curricular Activities**
  - Literary Activities: Debates and discussion, subject-wise club, School magazine, dramas, study circle, story writing, seminar, recitation, Library work.
  - Physical Development Activities: Games, Indoor and Outdoor athletics, Mass drill, parade, Scouting, NCC
  - Aesthetic and Cultural Activities: Music, dancing, drawing, painting sculpture, dramas, exhibition, fancy dress, folk dance, Folk song, variety programme.
  - Civic Development Activities: Cooperative Bank, cooperative store, Assembly, Students’ council, Canteen, Celebration of Religious, National and Social Festivals, Organising of school panchayat mock parliament.
  - Social Welfare Activities: Social study circle, social services on special occasions like fairs, festivals, professions, cultural programmes, Assembly, scouting, or guiding, first aid and Red cross, Social survey
  - Leisure Time Activities: Stamp collection, Coin Collection, Collection copies, photography, Reading, Needlework and knitting.
  - Excursion Activities: Picnic, visit to Museum, Zoo, etc.

Some of the co-curricular activities of the Catholic Mission Schools are highlighted in the enclosed photo plates in the following pages.
Co-curricular Activities
Catholic Mission Schools

Manipuri dance

Tribal dance

Debate

Singing

Quiz

School Assembly
Co-curricular Activities
Catholic Mission Schools of Manipur

Volleyball
Running race

Cricket
Table tennis

Shot-put
Football
Co-curricular Activities
Catholic Mission Schools of Manipur

Football team

March past

Sports torch

Mass drill

Carom

Chess
4.3.10 Students’ Evaluation:

Evaluation is an important component of the teaching–learning process. It is the process of assigning the effectiveness of learning experience and the degree to which the educational objective are achieved. It helps teachers and learners to improve their teaching and learning. Evaluation is a continuous process that helps in forming values of judgment, educational status, or achievement of students. Evaluation in one form or the other is inevitable in teaching-learning process, as in all fields of activity of education judgments need to be made. According to C.E. Beeby, evaluation is “the systematic collection and interpretation of evidence leading as a part of process to a judgment of value with a view to action.” It is a process of ascertaining or judging the value or amount of something by careful appraisal. An evaluation has three functions, namely:-

a. Objectives: It refers to one’s intention of desired behaviour that learners should acquire.

b. Learning experiences: This term refers to those activities and experiences that the learners undergo in order to acquire the desired behaviours.
c. Learner Appraisal: It is concerned with ascertaining the extent to which the objectives have been met.\textsuperscript{14}

\textit{Figure 4.1 Role of Evaluation in Teaching-Learning process}

In order to evaluate the progress of the students, periodical weekly test, unit test, term examination and Continuous Comprehensive Evaluation (C.C.E.) tests are conducted in all the Catholic Schools. All the test marks are entered in the progress report which will be duly signed by the parents. Counseling is done by the school authorities based on the performance of the students. Confidential mark register is also maintained for each student as a ready reckoner. Evaluated papers are shown to the parents at request for the improvement of their pupil. Self evaluation report of teachers is submitted to the school authority for their concerned subjects and this facilitates the
teachers to improve upon their performances. Some suggestive measures are
given to the weaker students in order to improve their performance in their
studies. In order to achieve this aim, authorities and the teachers visit the
houses of the weaker students and explain the ways and means to improve
their studies. High school students are to make their daily routine and submit
the same to the class teacher.

4.3.11 Parent-Teacher Association (P.T.A.):

As per the Government Order every school should establish a Parent-
Teacher Association (PTA) and register it. Though it is customary for many
schools to make use of PTA only to raise funds for building projects,
furniture, etc., this could be utilized to keep in touch with the parents
regarding the academic progress of the students.¹⁵

It is mandatory for all the Mission Schools to have P.T.A., which
comprises two sections, namely, the General Body and Executive body. The
General body constitutes parents of all the children of the school, whereas
the Executive body is a democratically elected body by the members of
P.T.A., which consists of 15 members viz., Principal, Vice Principal, elected
teachers and executive members. They hold the office for two years. The general body meets once in a year whereas the executive body meets at quarterly interval. In addition, emergency meeting will also be conducted on need based manner.

![PTA Structure Diagram]

P.T.A. operates with the main objective of supporting the authorities for the smooth functioning of the school. For this purpose P.T.A. meets at regular intervals to discuss the day-to-day activities of the school, students' problems, infrastructural development, etc. The P.T.A. also gives out yearly incentive awards to the meritorious students of class X, teachers, and students who bring National Award to the school and also students who secure highest marks in the final examination of each and every class. P.T.A. gives great support to the school authorities for resolving external problems.
4.3.12 School Clusters:

The Catholic Educational institutions of Manipur consist of 49 primary Schools, 35 High Schools, 5 Higher Secondary Schools, a college and a vocational institute. They have been functioning under the umbrella of C.E.S.M., which was registered on 14th January, 1992 (No. 3/M/SR/1992) under the Manipur Societies Registration Act, 1990. They are all grouped into clusters in each district with the aim to help themselves in administration. For instance, there are a number of costly equipments such as L.C.D. Projector, Public Addressing System, etc. being shared by different Catholic Schools. Scientific laboratory equipments needed for higher classes are also shared among the member schools. Such system facilitates reduction in the investment on equipment among the cluster schools. In addition, the co-curricular activities such as essay writing, quiz, drawing, science exhibition, games and sports, etc., are also equally integrated with the active participation of all the catholic cluster schools. This enables to develop a competitive spirit among the children of sister cluster and share the prize and awards among the schools.
All the cluster schools have a common syllabus, common questions and uniform time table and academic calendar. The merit of this system is to save time, energy, and costs for the schools and pave way for comparative assessment of each school individually in terms their academic performances. Such assessments over the period of last 13 years revealed that the parity has been maintained among the Mission Schools irrespective of their location either in the hill or valley regions in terms of academic performance. This is evident in the following table, wherein all the Mission Schools could maintain an average pass percentage of 89.30 during each academic year (Table 4.3).

Further, the associated schools under CSEM periodically conduct refresher courses, seminar, in-service teaching programme, computer training, etc., to the staff with the objective of improving quality teaching and exchanging their views for the development of the schools. Such exposure helps the teachers and staff located in the rural areas to access to the modern facilities and update themselves in teaching programmes. Yet another advantage of cluster school system is to exchange resource person among the member schools. A nominal amount is collected by Catholic
Education Society of Manipur from the member school and this corpus is utilized towards the expenditure on the above mentioned programmes.

Table 4.3 Matriculation Pass Percentage of selected Mission Schools

<table>
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<td>97.56</td>
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(Source: Annual Report of Board of Secondary Education, 1995-2005)
Figure 4.2 A Model System depicting the inter-relation between different sub-systems functioning in the Catholic Schools of Manipur.
The above diagram revealed that the school functions with appreciably good efficiency with interdependency of staff and other infrastructures. The ‘institution building’ is the ultimate goal of the management of Catholic School. Figure 4.2 indicates the interactive pattern of various aspects of institutional management for institution building – the ultimate goal of management. It also indicates the pivotal role of excellence in management – the qualities of a principal in managing people at work. In fact it holds the entire edifice of the institutional management. On the top end are the vision, mission and goals that guide the path of development of an institution. The institution comprises several major components which in turn comprise several sub-components. The sub-components are again interrelated and interdependent. Elaborating on the issue, let us examine just one area, namely, academic management. The academic management constitutes five major components, namely admission, curricular planning and management, management of instruction, management of student assessment, and planning and management of co-curricular activities (Figure. 4.3). This diagram illustrates the five components of academic management and their interrelationships. For example, instruction is dependent on curriculum, examination, admission as well as co-curricular
activities. The quality of instruction is pitched at the (a) quality of students admitted in a school, (b) nature of the curriculum (c) expected learning outcome, etc. Similarly, depending upon the emphasis, curriculum and instructional planning takes into consideration on the co-curricular activities and so on. Thus, Catholic Mission Schools function with higher efficiency through interactive and inter dependency \(^\text{16}\).

**Figure 4.3** Inter-relation and Inter-dependence between different dimensions existing in the Academic Management of Catholic Schools.
The concept of efficiency and the ability to do things in the right manner are said to be synonymous with input – output concept. At the same time productivity, the ratio of output to input, is measure of a managers' or an employee's efficiency in using organizations' scarce resources to produce goods and services. This interpretation shows that efficiency and productivity of an educational institute depend largely on the availability of scarce resources and the administrative and managerial procedures applied at the time of using these scarce resources. The whole process is interdependent and intertwined largely. In fact, the success of the Catholic Schools in Manipur in terms of efficiency and productivity is due to integrated efforts of all concerned.
REFERENCE


2. en.wikipedia.org/wiki/Infrastructure.


6. Ibid., P. 452.


